DOCUMENT RESUME

ED 269 312 SO 017 109

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TITLE	National Security in the Nuclear Age. A Conference for State Social Studies Coordinators on Pre-Collegiate National Security Education (Washington, DC, June 26-July 1, 1983).
INSTITUTION	Arms Control Association, Washington, DC.; Missouri Univ., St. Louis. Center for International Studies.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	83
NOTE	13p.; Document contains small print.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Viewpoints (120)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Curriculum Development; Disarmament; Education; International Relations; *International Studies; Material Development; National Security; Nuclear Warfare; Outreach Programs; Peace; Secondary Education; *Social Studies; Teacher Education; Training

ABSTRACT

This conference report addresses education on national security and international relations in secondary school courses in the social studies. Main conclusions of the conference are: (1) Topics on national security should be added to the secondary school curriculum. (2) Current institutional and instructional settings are open to inclusion of national security topics into the curriculum. (3) State social studies coordinators are key actors in efforts to include national security in the secondary school curriculum. (4) Materials available for use in secondary school courses tend to be biased, doctrinaire, or overly technical and thereby unsuitable for the general education of citizens. (5) New instructional materials should be developed that are concept-based, clear, and balanced with respect to presentation of various points of view and avoidance of special pleading or promotion of causes. (6) Enduring curriculum improvement requires in-service education of teachers. (7) The subject matter of national security provides a common frame of reference for curriculum improvement, which might take various forms suitable to different regions or school districts. (8) Selection of development. (9) Appropriate points of entry exist for introduction of national security topics in the social studies curriculum. (10) Effective programs for curriculum change must address the role of the teacher. (11) There must be close collaboration between academic specialists in national security and specialists in curriculum and teaching to bring about enduring and effective reform of education about national security in secondary schools. (JP)

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NATIONAL SECURITY IN THE NUCLEAR AGE

A Conference for
State Social Studies Coordinators
on Pre-Collegiate
National Security Education

Washington, D.C. • June 26-July 1, 1983

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CONFERENCE REPORT

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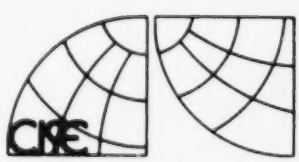

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SUMMARY

The conference, "National Security in the Nuclear Age," sponsored by the Arms Control Association and the Consortium for International Studies Education and funded by the Ford Foundation, brought together forty-three of the nation's fifty state social studies coordinators or their representatives to address the teaching of national security at the pre-collegiate level.

The proceedings of this conference produced several significant findings:

1. There is a demonstrated need to incorporate the subject of national and international security into secondary school curricula in the United States.

2. The current institutional and instructional settings present no insurmountable obstacles to introducing the subject of national security into the curriculum.

3. State social studies coordinators provide an effective point of access to the high school curriculum as advisors at the state level who can identify productive areas for program development and testing, and who operate within a nationwide network of their peers.

4. Instructional materials presently available in the national security field are not appropriate for use in the high school classroom; most are either tendentious advocacy statements or are overly technical.

5. Materials required must be conceptually focused, clear and direct.

6. Lasting and effective materials development in national security requires in-service training conducted so as to imbue the teacher with a sense of substantive and pedagogical "ownership."

7. While the diversity of institutional and instructional settings acts against concentration on a "statewide model" for curriculum development, the subject itself provides the necessary unfying force to establish a common focus for the task.

8. Selection of the point of entry into particular state curricula will be a critical judgment affecting the impact of the program development.

9. Appropriate points of entry already exist for the introduction of national security into the curriculum and those points are consistent with recommendations appearing in recent reports on American educational reform.

10. Effective programs for curriculum change must address the role of the teacher rather than the student (as is the case with many of the currently available materials in national security).

11. Close collaboration between specialists in security issues and the educational community is indispensible for an effective curriculum effort in the national security area.

Further development of this project will necessarily contain three components essential to effective program implementation:

Materials Development: Materials are needed which provide quality and substance to introduce national security into the high school curriculum. These materials must, first equip the teacher with a substantive background in the subject and, second, support classroom presentation.

Training: A strong training component is required to establish confidence in the program and commitment by the teacher.

Infrastructure: Sustained interaction between the program directors and program consumers, including a nationally recognized center, will be needed to advance durable and effective curriculum change.

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CONFERENCE REPORT

"All of us ... can work to provide an environment that encourages thorough examination of such urgent matters as national security and the arms race. If we move these issues to the top of our own curricular agenda, we help move them toward the top of the nation's agenda."

Adele Simmons
President
Hampshire College

INTRODUCTION

The conference, "National Security in the Nuclear Age," sponsored by the Arms Control Association (ACA) and the Consortium for International Studies Education (CISE) and funded by the Ford Foundation, brought forty-three of the nation's fifty social studies coordinators or their representative -- including teachers and other educators -- together to Washington, DC, from June 26 through July 1, 1983. [See Appendix A: List of Participants.] The purpose of the meeting was to address the teaching of national security at the pre-collegiate level.

The sponsoring organizations set out to accomplish several broad objectives:

- to develop an awareness of the significance of national security among the participants;
- to present a substantive orientation to the issues comprising the subject;
- to examine options for teaching the subject in the high school curriculum;
- to identify states to serve as sites for developing and testing a "statewide model" for pre-collegiate instruction in national and international security.

The first three days of the meeting were devoted to substantive presentations involving a panel discussion by national security specialists followed by a question and answer period. Six topics were addressed: "Conflict in Contemporary Interstate Relations;" "Defining National Security: Alternative Perspectives;" "The Changing Technology of War;" "Policy Formulation and Decision Making in the Nuclear Age;" "Arms and Arms Control: Retrospect and Prospect;" and "Perspectives from Western Europe and Moscow." In addition, following these panel discussions, participants took a field trip to the Pentagon for briefings from Department of Defense officials on current United States defense programs and maritime strategy. [See Appendix B: Conference Program.]

In the final two days of the conference the sponsors conducted workshops with the participants to define educational needs and shape appropriate responses. These workshop sessions explored the current state of the curriculum at the pre-collegiate level in the field of national security, and addressed the importance of and prospects for introducing that subject into the nation's high school curriculum. An effort was made to identify problem areas and to develop understanding of the variety of instructional and institutional settings found across the nation. As part of this discussion, a panel of practitioners with background in national security education -- a classroom teacher who had developed her own materials, an assistant superintendent for curriculum in a large midwestern city school system, and the head of the social studies bureau in a large northeastern state -- presented their views and experiences. The subsequent workshop sessions attempted to identify directions and objectives for further development of the field.

Throughout the workshop sessions, efforts were also made to acquaint the participants with the wide variety of materials available in the area of national and international security. Well over fifty sets of materials were distributed representing great diversity in level, objectives and source. These ranged from pamphlets with a single issue concentration to broadly focused texts, from introductory primers to guides for citizen education and from advocacy statements developed by public interest groups to U.S. Government documents. Organizations represented were as widely varied as Common Cause, The Union of Concerned Scientists, The Heritage Foundation, The National Strategy Information Center and the Departments of State and Defense. It should be emphasized that at this point no effort was made by the sponsors to evaluate these materials nor to prescribe any approach to them which would be appropriate to the pre-collegiate classroom, and, of course, no endorsement of content or source was suggested.

The results of the conference were positive. The workshop sessions were lively. There was a free exchange of ideas. And there was a sense of common purpose which has been sustained beyond the conference among all those involved. In general, the proceedings confirmed the premises upon which the original proposal was based and validated the objectives of the sponsors concerning the need to build responsible programs for the introduction of national security education into the pre-collegiate curriculum. Conference discussions -- particularly the thoughtful comments of the participants in the workshop sessions -- afforded valuable background and support and presented opportunities for further development. The overall response by participants was (and continues to be) enthusiastic, producing expressions of willingness to cooperate with and take part in further efforts of the project, requests for immediate assistance, proposals for both state and regional efforts and recognition of the need for a balanced, responsible and substantive program.

Following the conference, the sponsors held a two-day meeting in August in order to conduct an intensive review of the proceedings. This meeting examined the original objectives of the proposal, evaluated the pace and content of the panel discussions and workshop sessions, and set forth goals for further development based upon what had been learned both in the conference and in subsequent correspondence with participants. This report summarizes the results of that meeting.

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ASSESSMENT

The conference demonstrated several important points which underscore the goals of the sponsoring organizations.

Participant Response

In broadest terms, the meeting clearly confirmed the need for and interest in teaching national security at the pre-collegiate level. Although they acknowledged that there was some initial difficulty with the technical aspects of the issues presented in the substantive panels, the social studies coordinators, who included several active teachers as well as administrators, were enthusiastic in their support for an effort to address these issues at the pre-collegiate level. This was expressed both as personal appreciation and professional interest. One participant reported being "indebted not only as an educator but also as a private citizen to the program, its support personnel and its benefactors. My ... vision was extended significantly."

More programmatically, participants stressed the importance of teaching national security in the high school in comments both during the conference and in written evaluations afterward. Representative comments were those of the California curriculum coordinator who said that "there is not a more important curriculum thrust than the area of national security in the nuclear age" and a Colorado teacher who indicated that: "Among the things which can be taught, and are taught in the classrooms of the nation, we cannot afford to deny consideration of this basic reality of our age." The social studies specialist from Maine made this same point as a curriculum question:

> I would recommend no change in any curriculum unless it met a need of the student. "Does teaching about national security fulfill a need of today's students?" Yes ... we in education are in the business of erasing ignorance. National security is one of those places on which we have to focus.

Similar comments were expressed repeatedly in the workshop discussions, where there was strong support for the need to incorporate the subject of national and international security into the high school curriculum -- both in response to the press of events and to student concern and interest.

These comments emphasized the responsibility of the educational system for "citizenship education" which proved to be the most common denominator of statewide curriculum guides for social studies. That emphasis confirmed the foundation for the conference which was drawn from awareness of the role of the school as principal instrument for citizenship training:

> According to various studies of political socialization, only the immediate family may have more impact upon the development of a child's political values and partisan allegiances than the school system. And in the areas of citizenship education and patriotic inculcations the school is usually defined as the primary facilitator.[1]

A 1981 study by the Educational Testing Service for the American Council on Education concentrated on the key part to be played by the secondary school in fulfilling the responsibilities of citizenship education.

Role of State Coordinators

The proceedings of the conference also confirmed the validity of selecting state social studies coordinators as effective points of access to the high school curriculum. The operational control of the social studies coordinator over the curriculum is varied, with few coordinators providing actual direction to school districts, schools or teachers. However, it became evident that the social studies coordinators serve in three valuable roles. First, they can provide an important advisory input based on their familiarity with the curriculum development process in their respective states. Second, the coordinator can facilitate the targeting of school districts, schools and teachers who represent the best opportunities for further program testing and development. Third, and perhaps most important, the social studies coordinators are themselves part of a nationwide network by means of which information can be collected and disseminated and current views exchanged.

Classroom/Teacher Materials

One of the most evident aspects of the field of national security considered even before the conference began was the paucity of responsible and effective teaching materials at the pre-collegiate level. Moreover, there is a dearth of objective and analytical material which can be effectivetly used by teachers to equip them with the necessary substantive background. This problem became more apparent in the course of the meeting (at which an effort was made to make available as much of the current material as possible) which confirmed that there is little of use to the classroom teacher and that what is immediately available is of poor or unacceptable quality. Much of it is prepared by advocacy groups whose educational purpose is to gain support for their own cause rather than develop an objectively informed citizenry. Other material is overly technical, concentrating largely on quantitative measures and lacking a conceptual framework within which issues could be comprehended, clarified and explained. The sponsors and the conferees agreed strongly that there is a need to provide high school teachers with both balanced and effective substantive material and structured curriculum guides for teaching national security at the pre-collegiate level.

In the final workshop session, as both summary and focus, the sponsors advanced a preliminary topic guide to meet this need. The approach presented offered the following framework as an initial working proposal for materials development:

- Contemporary International Relations: Premises for National and International Security
- Strategy in the Nuclear Age: Deterrence and Defense
- The Technology of Conflict and Warfare
- Policy Making for National Security: Structures and Process
- The Economics of National Security: Budgeting

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and Defense Spending

- National Security and Society: Civil-Military Relations
- Arms Competition and Arms Control in the Nuclear Age
- The International Context of Security: Diplomacy, International Organization and International Law
- National Security and the Future

The conferees responded favorably to this framework and reiterated the need to focus on concepts for the classroom that are clear and direct.

In-Service Training

In addition to materials development, the original proposal -- based on the experience of both ACA and CISE -- addressed the related need for faculty training. This requirement was also confirmed in the course of the conference. Past experiences with materials in other areas (history and the environment, for example) which were produced without an accompanying training component were cited as instances of flawed programs. This point was underscored in a number of ways. One was the need to establish a sense of teacher "ownership" in a set of materials expected to be used effectively in the classroom. The notion of ownership conveys the necessity to provide teachers with the knowledge, experience and involvement that will lead to confidence in materials being used in the classroom. This confidence depends on the sense that the materials "belong" to them and represent a personal investment substantively and pedagogically. Therefore, training must have two objectives: to develop confidence in their understanding of the subject and in its application in the classroom. Such "ownership" can be obtained effectively through the training workshops in which teachers have an opportunity to absorb and exercise materials before taking them into the classroom.

The importance of the training component was also emphasized in a strong endorsement of the utility of in-service training as an instrument to produce curricular change. Once ownership is established, the confidence produced will provide strong motivation to incorporate those materials into existing course and subject guidelines. Yet another important function of in-service training introduced the device of training instructors to teach the teachers ("master teachers") in order to extend the range of program effectiveness. In the original proposal for the conference sponsors, a similar approach envisioned developing a similar kind of "county field agent" model in order to sustain the training function. The training of such "master teachers" would provide a cadre of specialists who could be provided with periodic updates in both substance and method in the national security field and then disseminate the updated materials or methods through their areas of responsibility.

Infeasibility of 'Statewide Model'

It became evident in one area that the conference objectives were not validated. Development of a widely applicable "statewide model" for the dissemination of either curriculum or materials was clearly not feasible. In both institutional and instructional settings, there are notable differences not only between regions and states but even within states. Therefore, the kind of applications that can be made to bring national security education to the high school level will also have to be varied. As this fact became evident, however, it was equally clear that the substance of the field provides a strong unifying force. That is, the core concepts in the subject matter establish common points of departure for specific institutional or instructional applications. Consequently, it appears that the requisite concentration on substance in both materials and training will in part respond to the diversity of applications throughout the country.

Curriculum Changes

Finally, the conference produced some valuable insights concerning the proper approach to the objective of developing pre-collegiate national security education programs. Selecting an appropriate point of entry into the curriculum is a critical judgment that must be made. In many areas the issues of national security -- which tend to be topical and political -- make it a highly sensitive subject for school boards, the public and parents alike. Most participants considered this to be less of a problem than those encountered in other issues, citing experiences with a variety of sensitive materials in the classroom ranging from literature to biology. Nonetheless, it was felt in approaching the subject that it is prudent to be attentive to community concerns (avoiding, as one participant noted, the "red flag words"). Careful, objective, and educationally sound approaches are essential.

It was also observed that in many curricula across the country points of entry already exist for infusion of national security subject matter. In most instances these points of entry reside in mandated curriculum elements. In some cases, the topics of national security are being addressed through other means, often unsystematically, in student assemblies or special projects. In most cases, the entry points are subject based (e.g., world history, political science, economics, etc.); at others they are issue based (e.g., teaching about communism). In a similar observation, it was noted that the subject matter needs to be addressed from the perspective of how the teacher views his or her role. For the most part, the key orientation is by course -- American government, geography, civics, etc. Therefore, the substantive material needs to be interpreted for the subject area.

This specific insight -- point of entry into the curriculum -- is related to a more general perspective. The participants confirmed that the approach of the ACA/CISE project responded to the "back to basics" guidelines that have become the focus of attention in nationwide reviews of pre-collegiate education. These guidelines have appeared in a series of recent reports on education reform in the United States by the Carnegie Foundation for the Advancement of Teaching, the National Commission on Excellence in Education, the Task Forces on Education for Economic Growth, and the College Board.

The Carnegie Foundation report recommends a return to a core curriculum that would include courses in United States History, Western Civilization and Civics as well as areas of natural and physical science. National security as a focus would incorporate topics appropriate to each of these subjects. There are other areas of applicability as well. For example, study of the Soviet Union, responding to the recommendation for "a one semester required course in

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which students study in considerable detail, a single, non-Western nation," would provide opportunity for the infusion of national security concepts.[2] Similarly, the Foundation report encourages a focus on technology as a way for students to "see how society is being reshaped by our inventions" including "the ethical and social issues technology has released."[3] Here too there is clear applicability. Conference participants anticipated these recommendations in their approach to the value of teaching national security, reinforcing the need to foster greater global awareness and to introduce teaching about the role of technology and society.

Focus on Teachers

The workshop sessions underscored the necessity of concentrating on support for the teacher as a key element of effective curriculum development. This point, while appearing self-evident, is both a telling commentary on existing efforts in the area of national security education and a necessary orientation to successful program development. As one participant noted: "If you want to reach the student in the classroom, focus on the teacher, not the student." Much of the material now being produced is intended for student use without involving the teacher. Aside from the obvious disregard of the training component noted earlier, this is also a poor strategy for effective educational development. The teacher is the key element in all program implementation.

FUTURE DIRECTIONS

The conference proceedings and evaluation provide direction for further program development.

Program Implementation

With regard to the development of an effective and significant program to integrate national security into social studies teaching in the United States, the conference workshops directed attention to the literature in the education field on program implementation. A preliminary examination of this literature provided several important observations which helped both to support and to focus the objectives of the project. These can be summarized around three main themes.[4]

First, effective program implementation emanates from an approach that is concrete and practical. Materials development is one such approach. Here it is essential that the product provide quality and substance (as opposed to process) if it is to have lasting impact. Second, effective program implementation contains a staff development component. This can be translated in simple terms into the training function which has been integral to ACA/CISE planning for this project. In the experience cited in the literature, however, the notion of staff development includes some additional dimensions. While the training of the classroom social studies instructor is the central component of a practical program, it is essential also to recognize and respond to the administrative environment. Training sessions may have greater impact if they include a component aimed at the superintendent, the principal and/or the social studies department head, bringing the leadership "on board" with the teacher at some level. The administrative component will aim at developing awareness of the importance and long-term needs of the program.

Finally, effective program implementation requires sustained interaction between the directors and the consumers. Short term workshops, training without follow-through or indiscriminate dissemination will provide little impact in educational development. Conference participants reinforced this point repeatedly. They were sufficiently urgent in their expressions of the importance of not losing the momentum of the meeting to warn that "one shot" programs are more the norm than the exception. In this regard, the project will soon begin issuing a newsletter to maintain lines of communication with the participants and provide the foundation for a continuing network.

Demand for Support

The conference has produced several requests for immediate action. Since most of the participants were drawn from members of the National Council for the Social Studies (NCSS) and the related Council of State Social Studies Supervisors (CS4), there were a number of requests associated with these organizations. The NCSS asked for an appearance on the program of its national meeting in November, 1983 to help to sustain the momentum of the June conference. This appearance has subsequently been arranged, with the June conference directors presenting a workshop comprising three separate briefs -- an introduction to the substantive field, a review of concepts for teaching and a discussion of resources currently applicable for immediate efforts with the curriculum. Similar requests were made for workshops at four forthcoming regional conferences of the Council scheduled for:

Philadelphia -- February, 1984
Boston -- March, 1984
Detroit -- April, 1984
Phoenix -- April, 1984

Specific invitations have also come for appearances in connection with several regional social studies meetings:

New Hampshire/Vermont -- Spring, 1984
Indiana/Illinois -- Summer, 1984
Nebraska (Twelve State Regional Conference) -- Summer 1985

Additional requests for workshops have come from individual states:

Maryland -- Winter, 1984
California - Northern California, November 1983
South Dakota -- March, 1984
Missouri -- March, 1984
Idaho -- Fall, 1985
Virginia

Other proposals for workshops and training activities tailored to specific state needs were made tentatively and more are expected. In short, there is a high level of demand for quality program direction and development which clearly outstrips the capacity to respond at current levels of funding.

PROSPECTUS

The objectives of this project -- combined with the lessons of the June conference and informed by the literature on education program implementation --

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set the direction for the development of the next phases of the project and shape future funding requirements. Further program development will contain three essential components:

Materials development. It is evident that there is a need for substantive and instructional materials for teaching national security at the pre-collegiate level. These materials, aimed at the role of the classroom teacher, will represent a concrete and practical approach to the subject matter and must display both the quality and the substance necessary to effective use.

Training. Effective program implementation requires a strong training component -- staff development -- which will provide substantive expertise sufficient to establish confidence and commitment on the part of the teacher ("ownership"), provide specific guidance within the subject areas common to the social studies field, and provide the administrative foundation to assist the instructor in the particular institutional settings in which he or she must work.

Infrastructure. In order to establish the sustained interaction necessary for a program to "take," some infrastructure will necessarily accompany further development. This structure should represent a nationally recognized center, a means to collect information and to disseminate the product of the project activities. The next phase of development of this project will concentrate on two activities: meeting the immediate need for continuing the creation of awareness within the high school social studies community and developing the program components to accomplish materials development, training and infrastructure for pre-collegiate teaching of national security.

CONCLUSION

The "National Security in the Nuclear Age" project seeks to provide a responsible program for teaching national security in the high schools. The conference highlighted the indispensable need for educators and subject area specialists to work together to implement meaningful and lasting change. In their formal evaluations of the conference the participants lauded ACA and CISE for taking the kind of initiative suggested in the report of the National Commission of Excellence in Education. That report stated:

> We encourage the continuation of efforts by groups ... to revise, update, improve and make available new and more diverse curricular materials. We applaud the consortia of educators, and scientific, industrial and scholarly societies that cooperate to improve the school curriculum.[5]

This same approach was echoed by the national security specialists who addressed the conference. In his opening remarks, General Andrew J. Goodpaster, United States Army (Ret.), an eminent soldier, statesman and scholar, noted:

> I particularly welcome the opportunity to meet with you because of your role in education; a role which I think is of extreme importance as we Americans struggle for understanding and ways of prudent action in this field of challenge that will not go away ... . [This issue] deserves our most thoughtful and our most devoted attention: the attention of those who make policy decisions, who assist in these policy decisions, of those who educate the rising generations to be able to deal with those problems successfully.

That orientation is precisely what moved ACA and CISE to bring the conferees together and it continues as a commitment to develop a sound and responsive program for pre-collegiate education in national and international security.

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[1]Richard D. Chesteen, "Review of Citizenship and Law-related Education," News for Teachers of Political Science (American Political Science Association, No. 34, Summer 1982.)

[2]Ernest L. Boyer, High School: A Report on Secondary Education in America (Cambridge: Harper & Row, 1983), p. 103.

[3]Ibid., pp. 110-111.

[4]The literature on educational program implementation is extensive and varied. For a review see: Michael Fullan, "Implementing Education Change: Progress at Last," Paper prepared for a Conference on the Implications of Research on Teaching for Practice, February 25-27, 1982, Revised, June 1982.

[5]The National Commission on Excellence in Education, A Nation At Risk: The Imperative for Educational Reform, (Washington: U.S. Government Printing Office, April 1983), p. 27.

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APPENDIX "A"

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APPENDIX "B"

CONFERENCE PROGRAM

Saturday, June 25

4:00-7:00 p.m.	Early Check-in: Letts Hall, The American University Washington, DC

Sunday, June 26

Noon-7:00 p.m.	Regular Check-in: Letts Hall, The American University
7:00-8:30 p.m.	Reception hosted by The Arms Control Association in honor of The Consortium for International Studies Education: Carnegie Conference Center, 11 Dupont Circle, N.W., Washington, DC
8:30-9:00 p.m.	Participant Orientation (same location)

Monday, June 27

PART I - CURRENT ISSUES IN NATIONAL SECURITY
Carnegie Conference Center

9:00-10:00 a.m.	Conflict in Contemporary Interstate Relations: Keynote speaker - General Andrew J. Goodpaster, USA (Ret.), formerly Supreme Allied Commander, Europe, and Superintendent, U.S. Military Academy
10:30-Noon	Michael MccGwire, Senior Fellow, The Brookings Institution
Noon-2:00 p.m.	Lunch Break
2:00-5:00 p.m.	Defining National Security: Alternative Perspectives - Col. Michael Seaton, USAF, Bureau of Politico-Military Affairs, US Department of State; Dr. William Wickersham, Executive Director, World Federalist Association; Dr. E. Stephen Hunt, Senior Research Associate, Ethics and Public Policy Center; and Dr. Roger Molander, Director, Ground Zero, and former staff member, National Security Council

Tuesday, June 28

9:00-Noon	The Changing Technology of War: Leon Reed, The Analytic Science Corporation; Dr. Leon Sigal, The Brookings Institution; Paul Walker, National Security Analyst, Klein, Walker, Associates
Noon-2:00 p.m.	Lunch Break
2:00-5:00 p.m.	Policy Formulation and Decision-making in the Nuclear Age: Dr. Alton Frye, Council on Foreign Relations; Dr. Samuel F. Wells, Jr., Director, National Security Studies Program, Wilson Center, Smithsonian Institution

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Evening	Meeting of the Council of State Social Studies Specialists (Place and time to be announced.)
Wednesday, June 29	
9:00-Noon	Arms and Arms Control: Retrospect and Prospect - John B. Rhinelander, Legal Counsel to the SALT I delegation and Adjunct Professor at the Univ. of Virginia; Michael Krepon, Roosevelt Center for American Policy Studies and former staff member, US Arms Control and Disarmament Agency Perspectives from Western Europe and Moscow: Dr. Josef Joffe, Political Editor, Die Zeit, Hamburg (FRG); Dr. Dimitri Simes, Senior Associate, Carnegie Endowment for International Peace, and Professorial Lecturer, Johns Hopkins School of Advanced International Studies.
Noon-2:00 p.m.	Lunch Break
2:00-5:00 p.m.	Field Trip - US Department of Defense Briefing: Lieutenant General Dean Tice, U.S. Army, Office of Asst. Sec. of Defense for Manpower, Reserve Affairs and Logistics; Commodore Dudley L. Carlson, U.S. Navy, Office of the Chief of Naval Operations, Plans and Policy.
Thursday, June 30	
PART II - TEACHING NATIONAL SECURITY IN THE HIGH SCHOOL, (Carnegie Conference Center)	
9:00-Noon	Introduction - Teaching National Security: The State and Importance of the Art - Robert Scott, Research Coordinator, The Arms Control Association (ACA) Workshop - Teaching National Security: Coherent Approaches Workshop Leaders: Prof. James E. Harf, Mershon Center, The Ohio State University and Executive Director, CISE; Dr. William H. Kincade, Executive Director, ACA; and Prof. B. Thomas Trout, University of New Hampshire, and Chairman, CISE
Noon-2:00 p.m.	Lunch Break
2:00-3:30 p.m.	Panel Discussion - Teaching National Security: Experiences and Perspectives Panelists: Dr. Larry Annett, Assistant Superintendent for Curriculum, Duluth Public School System; Catherine Weeks Caldwell, Instructor, Harwood Union High School, Moretown, VT; Donald Bragaw, Chief of the Bureau of Social Studies Education, NY State Educ. Dept. and Vice President of the Nat'l Council for the Social Studies
3:45-5:00 p.m.	Small Group Discussions
Friday, July 1	
9:00-10:30	Workshop - Opportunities and Obstacles
10:45-Noon	Small Group Discussions
Noon-1:00 p.m.	Lunch Break
1:00-3:00 p.m.	Summation and Evaluation: Conference Co-Directors Check-out: The American University

APPENDIX "C"

SPONSORING ORGANIZATIONS

The Arms Control Association and the Consortium for International Studies Association (CISE) have developed and distributed educational materials for the academic community since the mid-1970s.

ARMS CONTROL ASSOCIATION

ACA is a national organization engaged in public education on the issues of national security and arms control. In the past, the Association has concentrated primarily on the development of materials for use by graduate programs which train post-secondary teachers of international relations. One such program is an annual New Faces Conference that is designed to identify promising young specialists so as to help create the next generation of analysts, policymakers and post-secondary educators.

ACA has come to recognize the urgent need for objective and timely course development and curriculum materials in the area of national security education at the high school level, and has taken steps to respond to the demand. The Association has undertaken a program that began in January, 1983 in the Duluth Public School System to provide in-service training for credit on contemporary national security issues.

In addition to in-service training, ACA produces materials for high school teachers and students. The Association publishes a primer titled Arms Control and National Security: An Introduction; a specialized reader, United States Arms Sales to Foreign Countries, in response to a demand from the nation's high school debaters whose 1982-1983 national debate topic was U.S. arms sales policy; a Glossary of Arms Control Terms; World Military and Social Expenditures; and a monthly newsletter, Arms Control Today.

CONSORTIUM FOR INTERNATIONAL STUDIES EDUCATION

The Consortium for International Studies Eduation is a subscriber organization of colleges and universities dedicated to the purpose of improving the quality of international studies education in the United States. Established in 1972, CISE operates an institutional network for developing, testing, and

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disseminating innovative materials in the field. CISE is affiliated with the International Studies Association as its educational arm and is funded in part by the Mershon Center at The Ohio State University.

The various activities of the organization are designed to:

- Focus attention on the problems of transferring current knowledge in international studies to the classroom.
- Promote the production of materials and courses which reflect this knowledge and which have demonstrated instructional utility.
- Disseminate these materials and courses, and train instructors in their use.
- Provide a continuing mechanism for reviewing current developments in education objectives, materials and methodologies in international studies.

CISE also recognizes the need for course and materials development in the field of national security education at the secondary school level. For the past two summers, CISE has incorporated a pre-collegiate component that includes national security into its annual Summer Workshopfor teachers. The Consortium developed and supervised a one semester, required course for all 11th graders (375 students) in a suburban high school in Pennsylvania which included a national security unit. CISE has also produced materials for secondary school teachers. The Consortium included in one of its recent publications, The New Global Agenda, a major section devoted to national security issues.

JOINT ACA-CISE VENTURES

In recent years, ACA and CISE have cooperated in presenting materials and pedagogical training to undergraduate instructors at the annual CISE Summer Workshops. The two organizations are now combining their efforts to initiate a comprehensive, nationwide program of outreach for secondary school teachers. The June, 1983 "National Security in the Nuclear Age Conference" was the first phase of this comprehensive program.

APPENDIX "D"

CONFERENCE CO-DIRECTORS

B. Thomas Trout is an Associate Professor of Political Science at the University of New Hampshire. He received his bachelor's degree in international relations from UCLA and a Ph.D. in Political Science, with a Certificate in Russian Studies, from Indiana University. He is Chairman of the Consortium for International Studies Education and a member of the Executive Council of the International Studies Association. Dr. Trout has consulted regularly on programs in international education nationwide, specializing in materials, faculty and program development. He is co-editor and author of National Security Affairs: Theoretical Perspectives and Contemporary Issues (1982). He co-edited and contributed to the Global Issues Series. He has also authored several articles about U.S.-Soviet relations, and American and Soviet foreign and defense policy. Professor Trout served on active duty with the U.S. Navy, and currently holds the rank of Captain in the Naval Reserve.

James E. Harf is Professor of Political Science and a member of the Mershon Senior Faculty, The Ohio State University. He is the Executive Director of the Consortium for International Studies Education and a consultant on international and global studies education at a number of universities and colleges. Professor Harf received a Ph.D. in Political Science and a Certificate in Russian Studies from Indiana University. Dr. Harf served as the principal staff for undergraduate education to President Carter's Commission on Foreign Language and International Studies, and was a Visiting Professor at Duke University. In addition to publishing numerous articles on national security, international politics, and international education, Dr. Harf is the co-editor of and a contributor of the Global Issues Series and co-author of International and Comparative Politics: A Handbook. With Professor Trout, he is co-editor of National Security Affairs: Theoretical Perspectives and Contemporary Issues.

William H. Kincade has been the Executive Director of the Arms Control Association and a Senior Associate of the Carnegie Endowment for International Peace since 1977. He is also an adjunct professor of National Security Studies at Georgetown University. From 1972 to 1977, he worked for the U.S. Congress, first as a national security affairs consultant and later as staff director of the Joint Committee on Defense Production. Dr. Kincade served for seven years as an intelligence officer with the U.S. Navy, reaching the rank of lieutenant commander. He received his bachelor's degree from Princeton University and a Ph.D. in international relations from the American University. He served as senior consultant to President Carter's emergency preparedness study project and on the advisory panel for the Office of Technology Assessment's study of MX basing modes. Dr. Kincade is the editor of three books and author of numerous articles on the subject of national security and arms control. He spent six months during 1981 as a senior associate at the International Institute for Strategic Studies in London preparing a study of the future impact of evolving military technologies.

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